Illinois Early Learning Council
June 17, 2019, 11am-2pm
Roosevelt University, Wabash Building Room 418, 425 S. Wabash Ave., Chicago, IL 60605
Conference Line: 888-494-4032, Access code: 6113045703

Agenda

1. Welcome and Introductions – Phyllis Glink and Jesse Ruiz (15 min)
2. Results of Stakeholder Survey – Shauna Ejeh (15 min)
3. State Department Updates (20 min)
   o DHS – Kisha Davis (10 min)
   o ISBE – Carisa Hurley (10 min)
4. Leveraging Competency-Based Education to support Early Childhood Workforce Development in Illinois – Joni Scritchlow and Stephanie Bernoteit (20 min)
5. Break (20 min)
6. 2020 Census and Potential Implications for Illinois – John Williams, Anita Banerji, and Yoselyn Ovalle (30 min)
7. Committee Reports (50 Min)
   o Access Committee – Maria Whelan and George Davis (10 minutes)
   o Home Visiting Taskforce – Gaylord Gieseke and Diana Rauner (10 minutes)
   o Integration & Alignment Committee – Shauna Ejeh and Karen Berman (10 minutes)
   o Quality Committee – Dan Harris and Teri Talan (10 minutes)
   o ELC Membership Ad Hoc – Phyllis Glink (10 minutes)
8. Announcements & Public Comments (10 min)
   o Early Childhood Workforce Compensation – Bethany Patten
9. Adjourn

Next Meeting:
Monday, November 18, 2019
11:00am-2:00pm

Our vision is that a continuous and strong, high-quality early learning system enables children to enter kindergarten and grow up safe, healthy, happy, ready to succeed, and eager to learn. Our mission is to collaborate with child-serving systems and families to meet the needs of young children, prioritizing those with the highest need. We do this via comprehensive early learning services for children and families prenatally to age five.

Our strategy is to serve as the voice of early childhood by calling for investment in critical components of the early childhood system, with a particular focus on high need, hard to reach children and families.

We value doing so in a way that is culturally and linguistically responsive, values the whole child, forwards community partnerships, relies upon collaboration across systems, increases equitable access, engages families, increases family self-sufficiency, and demonstrates high quality.

Our intended impact is to create greater access to high quality early learning programs, assessments, and supportive interventions so children, including those with special needs, enter school kindergarten ready.